Assessment Task 3: Knowledge Questions

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| Course code and title | **ICT50220 Diploma of Information Technology** |
| Unit code and  title | **BSBXTW401 Lead and facilitate a team** |
| Due date | As on Moodle |
| Resources  required | **Provided:**   * Access to BSBXTW401 Moodle Site * Access to Team No. Site (in Microsoft Teams) * Access to computer and internet * Microsoft Word Application   **Available in Moodle:**   * BSBXTW401\_Learner Resources v1.0.docx * BSBXTW401\_Assessment Task 3.docx |
| Decision making rules | To achieve an overall satisfactory result for this assessment task:   * All questions must be answered satisfactorily |
| Learner  instructions | This task is a set of written questions.  For this task you will:   * Complete it individually. * Write answers to all questions * Complete it in your own time and submit it by the due date. * Have time to read and review the assessment task in class. * Save and rename it to BSBXTW401\_Assessment Task 3 Student ID StudentName.docx * When submitting you must agree (by clicking on the ‘I confirm’ radio button) with the assessment submission terms and condition in Moodle site prior to the submission. * Submit your answers electronically via Moodle in the Assessment Task 1 folder in BSBXTW401 Moodle site, (or in hard copy to your assessor, including the signed cover sheet and Learner declaration)   If you have any questions about the task or concerns about your ability to complete the task, please discuss this with your Assessor. |

# Knowledge Questions

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| 1 | Imagine that two of your team members have difference of opinion on the choice of software used for a project and have been involved in many disputes in choosing the software. As a team leader describe 3, strategies that can help resolve conflicts and promote negotiation between the team members.  (20 to 30 words per response) | | |
|  | ANSWER | Satisfactory | Not satisfactory |
| 1. | Facilitate a structured discussion to explore the reasons behind each team member's preference, focusing on understanding their perspectives and finding common ground. |  |  |
| 2. | Encourage brainstorming sessions where team members can collectively generate alternative solutions and evaluate their feasibility and potential benefits. |  |  |
| 3. | Implement a decision-making process that involves consensus-building or compromise, ensuring all team members feel invested in and satisfied with the final choice of software. |  |  |

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| 2 | Name and describe 4 methods and styles of communication. Provide an example of how does knowing each communication style affects the conversation between team members. (15 to 30 words per response) | | |  |
|  | ANSWER | Satisfactory | Not satisfactory | |
| 1. | Passive Communication: Avoids conflict and prioritizes others' needs. A team member with a passive style may agree with others to avoid disagreement, hindering open discussion. |  |  | |
| 2. | Aggressive Communication: Asserts dominance through confrontation. An aggressive communicator may intimidate team members, stifling their input and causing resentment. |  |  | |
| 3. | Passive-Aggressive Communication: Indirectly expresses hostility or resentment. A passive-aggressive team member may agree in the meeting but sabotage the plan behind the scenes. |  |  | |
| 4. | Assertive Communication: Expresses thoughts and needs clearly while respecting others. An assertive communicator fosters open dialogue, ensuring all team members' perspectives are heard and valued. |  |  | |

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| 3 | Describe briefly 3 key principles that we need to take into consideration in a cross-cultural communication.  (15 to 30 words per response) | | |  |
|  | ANSWER | Satisfactory | Not satisfactory | |
| 1. | Cultural Understanding: Recognize and respect cultural differences in communication norms, such as formality levels and non-verbal cues, to avoid misunderstandings. |  |  | |
| 2. | **Self-Awareness**: Reflect on your own cultural biases and communication style to ensure you're open-minded and adaptable in cross-cultural interactions. |  |  | |
| 3. | Empathy and Respect: Approach cross-cultural communication with empathy and respect for diverse perspectives, acknowledging the value of different cultural backgrounds in fostering understanding. |  |  | |

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| 4 | List 3 key principles that we need to take into consideration when communicating with individual with special needs or disability.  (20 to 30 words per response) | | |  |
|  | ANSWER | Satisfactory | Not satisfactory | |
| 1. | Respect and Dignity: Treat individuals with disabilities with respect and dignity, acknowledging their capabilities and addressing them directly rather than focusing on their disability. |  |  | |
| 2. | Person-First Language: Use person-first language to prioritize the individual over their disability, avoiding negative or stigmatizing terms and focusing on their abilities and preferences. |  |  | |
| 3. | Clear Communication: Ensure clear and direct communication by addressing individuals with disabilities by name, speaking in an age-appropriate tone, and providing necessary accommodations to facilitate effective communication. |  |  | |

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| **5** | **If you are appointed as a leader, describe 4 professional behaviour / traits that you will display to role model a leader.**  **(10 to 30 words per responses)** |  |

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|  | ANSWER | Satisfactory | Not satisfactory |
| 1. | Influence over Authority: Prioritize influencing team members rather than dominating, fostering collaboration and commitment to team goals. |  |  |
| 2. | Positive Attitude: Maintain positivity and resilience even in challenging situations, inspiring and motivating team members to overcome obstacles. |  |  |
| 3. | Trustworthiness: Demonstrate honesty and integrity, earning the trust of team members through consistent actions and transparent communication. |  |  |
| 4. | Empathy and Support: Show genuine care and concern for team members, offering support, encouragement, and understanding to foster a positive and inclusive work environment. |  |  |

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| **6** | **Provide a possible solution for each of the working contingencies below that could affect teams.**  **(20 to 30 words per response)** |  |

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|  | ANSWER | | Satisfactory | Not satisfactory |
| 1. | unplanned leave or absence of workers | Develop a backup staffing plan, cross-training team members to cover essential tasks, and establish clear leave policies. |  |  |
| 2. | re-allocation of work tasks | Conduct a team meeting to discuss workload redistribution, considering individual strengths and workload capacities. |  |  |
| 3. | succession planning for important team roles | Identify potential successors through talent development programs and mentorship, ensuring smooth transitions for key positions. |  |  |

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| **7** | **Teamwork challenges relevant to performance evidence can inhibit the success of an organisation. For each of the following challenges, describe a measure that we can take to overcome.**  **(20 to 30 words per response)** |  |

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|  | ANSWER | | Satisfactory | Not satisfactory |
| 1. | Difficulties in performing tasks | Provide additional training, resources, or support to enhance skills and address any performance gaps. |  |  |
| 2. | Conflicts with client and team members | Implement conflict resolution strategies, promote open communication, and foster a positive team culture. |  |  |
| 3. | Potential risk and safety hazards | Conduct regular risk assessments, implement safety protocols, provide proper training, and enforce safety regulations. |  |  |
| 3. | Unethical and inappropriate behaviour | Establish clear ethical guidelines, provide ethics training, enforce policies, and address misconduct through appropriate disciplinary actions. |  |  |

## Learner Declaration (hard copy submission only)

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| Please read, tick and sign below | | | |
| * I declare that the attached assessment I have submitted is my own original work and any contributions from and references to other authors are clearly acknowledged and noted. * This document has been created for the purpose of this assessment only and has not been submitted as another form of assessment at Melbourne Polytechnic or any other tertiary institute. * I have retained a copy of this work for my reference in the event that this application is lost or damaged. * I give permission for Melbourne Polytechnic to keep, make copies of and communicate my work for the purpose of investigating plagiarism and/or review by internal and external assessors. * I understand that plagiarism is the act of using another person’s idea or work and presenting it as my own. This is a serious offence and I will accept that penalties will be imposed on me should I breach Melbourne Polytechnic’s plagiarism policy. | | | |
| Learner Signature | WangYiZhuo | Date |  |
| Please note that your asSESSMENT will not be accepted unless you have:   * Completed all sections of the assESSMENT * Acknowledged all sources of other people’s contributions including references and Learners’ names for group work assessments * Completed all areas of this Learner aSSESSMENT cover sheet. | | | |

# Assessment Task Summary: Task 3 - Knowledge Questions

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| Trainer/Assessor to complete the following:  **THE LEARNER:** | | | Yes | No |
| 1. | Satisfactorily answered all questions | |  |  |
| feedback | | | | |
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| OVERALL TASK result | | | | |
| ☐ Satisfactory  ☐ Not Satisfactory (resubmission required) – Due date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| Date Assessment Returned | |  | | |
| Trainer/assessor Name | |  | | |
| Trainer/Assessor signature | | X | | |

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| **LEARNER DECLARATION**: Please read, tick and sign below | | | |
| * I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have been advised of the outcome of this assessment task.   PRINT NAME | | | |
| LEARNER Signature | X | Date |  |